

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

November 18, 1999

The Board of Education and the Board of Vocational Education met for their monthly meeting in Senate Room B of the General Assembly Building on Thursday, November 18, 1999 with the following members present:

Mr. Kirk T. Schroder, President
Senator J. Brandon Bell, Vice President
Mrs. Jennifer C. Byler
Mr. Mark C. Christie
Mrs. Audrey B. Davidson

Mrs. Susan T. Noble
Mr. Robert H. Patterson, Jr.
Mrs. Ruby W. Rogers
Senator John W. Russell

Mr. Paul D. Stapleton, Secretary and
Superintendent of Public Instruction

Mr. Schroder called the meeting to order at 9:10 a.m.

INVOCATION AND PLEDGE OF ALLEGIANCE

Senator Russell gave the invocation and led in the Pledge of Allegiance.

APPROVAL OF THE MINUTES

Mrs. Byler made a motion to approve the minutes of the October 3 meeting. Copies of the minutes had been distributed previously to all members of the Board for review. The motion was seconded by Senator Russell and carried unanimously.

APPROVAL OF AGENDA

Mr. Schroder stated that *Item E, First Review of Recommendations Made by the Commission on Youth Regarding Guidelines for Alternative Education*, will be taken off the agenda. *Items H, First Review of an Amendment to the Licensure Regulations for School Personnel, as Mandated by the 1999 General Assembly, Requiring Persons Seeking Initial Licensure or Licensure Renewal after July 1, 2003, Demonstrate Proficiency in the Use of Technology* and *Item L, Final Review of the Proposed Standards for Interdepartmental Regulation of Children's Residential Facilities*, will be moved to the Consent Agenda. *Report on SOL Test Advisory Committee* was added to the agenda. Mrs. Byler made a motion to approve the agenda as amended. The motion was seconded by Mrs. Noble and carried unanimously.

APPROVAL OF CONSENT AGENDA

The motion was made by Senator Russell, seconded by Mrs. Byler, and carried unanimously for approval of the consent agenda.

- Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List
- Final Review of Recommendations Concerning Applications for Literary Fund Loans
- Final Review of Financial Report on Literary Loan Fund

- First Review of an Amendment to the Licensure Regulations for School Personnel, as Mandated by the 1999 General Assembly, Requiring Persons Seeking Initial Licensure or License Renewal after July 1, 2003, Demonstrate Proficiency in the Use of Technology
- Final Review of the Proposed Standards for Interdepartmental Regulation of Children's Residential Facilities

Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List

The Department of Education's recommendation is that funding for 18 projects in the amount of \$23,499,099 be deferred and the projects placed on the First Priority Waiting List. These recommendations were accepted by the Board of Education's vote on the consent agenda.

First Priority Waiting List

COUNTY, CITY OR TOWN	SCHOOL	AMOUNT
Roanoke City	Garden City Elementary	\$2,750,000.00
Amherst County	Amherst Elementary	945,000.00
Amherst County	Central Elementary	1,146,400.00
Amherst County	Monelison Middle	245,000.00
Amherst County	Amelon Elementary	158,400.00
Amherst County	Amherst Middle	230,500.00
Amherst County	Madison Heights Elementary	598,500.00
Amherst County	Amherst High	307,000.00
Amherst County	Elon Elementary	166,300.00
Amherst County	Temperance Elementary	102,000.00
Amherst County	Pleasant View Elementary	100,000.00
Floyd County	Check Elementary	858,124.00
Floyd County	Willis Elementary	803,792.00
Floyd County	Floyd Elementary	1,225,860.00
Floyd County	Indian Valley	687,223.00
Floyd County	Floyd High	175,000.00
Manassas Park City	Manassas Park City Elementary	7,500,000.00
Dinwiddie County	Dinwiddie County Elementary	5,500,000.00
	TOTAL	\$23,499,099.00

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education's recommendation for approval of 18 new applications in the amount of \$23,499,099 subject to review and approval by the Office of the Attorney General Pursuant to Section 22.1-156, *Code of Virginia*, was accepted by the Board of Education's vote on the consent agenda.

COUNTY, CITY OR TOWN	SCHOOL	AMOUNT
Roanoke City	Garden City Elementary	\$2,750,000.00
Amherst County	Amherst Elementary	945,000.00
Amherst County	Central Elementary	1,146,400.00
Amherst County	Monelison Middle	245,000.00
Amherst County	Amelon Elementary	158,400.00
Amherst County	Amherst Middle	230,500.00
Amherst County	Madison Heights Elementary	598,500.00
Amherst County	Amherst High	307,000.00
Amherst County	Elon Elementary	166,300.00
Amherst County	Temperance Elementary	102,000.00
Amherst County	Pleasant View Elementary	100,000.00

Floyd County	Check Elementary	858,124.00
Floyd County	Willis Elementary	803,792.00
Floyd County	Floyd Elementary	1,225,860.00
Floyd County	Indian Valley	687,223.00
Floyd County	Floyd High	175,000.00
Manassas Park City	Manassas Park City Elementary	7,500,000.00
Dinwiddie County	Dinwiddie County Elementary	5,500,000.00
	TOTAL	\$23,499,099.00

Final Review of Financial Report on Literary Fund

The Department of Education's recommendation to approve the financial report on the status of the Literary Fund as of September 30, 1999 was accepted by the Board of Education's vote on the consent agenda.

First Review of an Amendment to the Licensure Regulations for School Personnel, as Mandated by the 1999 General Assembly, Requiring Persons Seeking Initial Licensure or License Renewal after July 1, 2003, Demonstrate Proficiency in the Use of Technology

The Department of Education's recommendation that the Board of Education: (1) approve the Pre-Notice of Intended Regulatory Action (Pre-NOIRA) to amend the *Licensure Regulations for School Personnel* in response to the 1999 General Assembly action; and (2) receive the recommendations from the response panel to implement the change requiring persons seeking initial licensure or license renewal after July 1, 2003 to demonstrate proficiency in the use of technology was accepted by the Board of Education's vote on the consent agenda.

Final Review of the Proposed Standards for Interdepartmental Regulation of Children's Residential Facilities

The Department of Education's recommendation to approve the proposed regulation entitled *Standards for Interdepartmental Regulation of Children's Residential Facilities* was accepted by the Board of Education's vote on the consent agenda.

RESOLUTIONS AND RECOGNITIONS

The Board presented Resolutions of Recognition to the following:

- Members of the Education Committee of the Virginia Press Association for their work in support of using newspapers as a productive and effective tool for teaching the Virginia Standards of Learning:
 - Janet Gibson, the Free Lance-Star
 - Michelle Morgan, Daily Press
 - Ann Powderly, The Virginian-Pilot
 - Betty White, Richmond Times-Dispatch
 - Sarah Baumgardner, The Roanoke Times
 - Amy Walton, The Virginian-Pilot
 - Charlene Jones, The Progress Index
 - Michelle Wickham, Potomac News
 - Judy Krist, The Virginian-Pilot
- Virginia Regional Teachers of the Year and the Virginia Teacher of the Year:
 - Region I: Blair B. Pemberton (Brooke), South Anna Elementary School, Hanover County
 - Region II: Roscoe McCormick (Mac), Jones Magnet Middle School, Hampton City
 - Region III: Susan N. Graham, T. Benton Gayle Middle School, Stafford County
 - Region IV: Shirley J. Folsom, Mount Eagle Elementary School, Fairfax County

Region V: Brian S. Wray, Linkhorne Middle School, Lynchburg City
Region VI: Jennie J. Finney, Stony Mill Elementary School, Pittsylvania County
Region VII: Charles L. Hicks, Northwood High School, Smyth County
Region VIII: Robin D. Smith, Buckingham High School, Buckingham County

The Teachers of the Year were elected in October and honored at a recent banquet held in Richmond.

The Board presented a Resolution of Appreciation to Mrs. Lois Cumashot, Former President of the Virginia Congress of Parents and Teachers Association. The resolution expressed the Board's gratitude for Mrs. Cumashot's work on behalf of schools and students.

ACTION/DISCUSSION ITEMS

First Review of Student Search Guidelines

Mrs. Arlene Cundiff, Specialist, Youth Risk Prevention, Department of Education, presented this item. The 1998 General Assembly amended the *Code of Virginia* by adding Section ' 22.1-277.01:2. The 1999 General Assembly further amended this section by adding a requirement for guidelines regarding strip searches. This legislation required the Board of Education to develop guidelines for student searches, including random locker checks. The guidelines were developed in consultation with the Office of the Attorney General. The implementation report is due to the General Assembly by December 1, 1999.

Mr. Patterson made a motion to waive first review. The motion was seconded by Senator Russell and carried unanimously. Mr. Patterson made a motion to approve the guidelines and authorized the submission of this report to the General Assembly. The motion was seconded by Senator Russell and carried unanimously.

First Review of a Study to Develop Alternative Teacher Licensure Programs Pursuant to Items 127D and 129Q of the 1999 Budget Bill and Senate Joint Resolution 384

Dr. James Laws, Jr., Specialist, Teacher Education, and Mr. Paul Joseph, Senior Licensure Specialist, Department of Education, presented this item. The 1999 Appropriation Act requires the Department of Education, in collaboration with the Secretary of Education, to develop a plan to afford school divisions the flexibility to hire non-traditional teachers. Additionally, Senate Joint Resolution (SJR) 384 requests the Board of Education to consider pioneering alternative licensure programs and models established in Texas and New Jersey in its study of alternative teacher licensure programs.

In compliance with the legislation, the Department of Education sponsored two major activities, a focus group and a forum, to begin the discussion of an alternative route to licensure and receive feedback from members of the public, organizations, and other stakeholders. The participants of the focus group consisted of administrators, former students, and current students who have completed or are participating in the alternative route to licensure through the Military Career Transition Program (MCTP).

Education representatives from the states of New Jersey and Texas attended the forum on the alternative route to teacher licensure. A response panel composed of higher education representative, local school superintendents, a member of the Board of Education, and staff members at the Department of Education, responded to their presentations. In addition, comments were received from the public.

The Board received for informational purposes the first review of a study to develop Alternative Teacher Licensure Programs Pursuant to Items 127D and 239Q of the 1999 Budget Bill and Senate Joint Resolution 384.

Final Review of Request to Establish an Academic Year Governor's School to Serve Albemarle, Fluvanna, Greene, Louisa, Nelson, and Orange Counties and the City of Charlottesville

Dr. Mary McManus, Executive Director of the Blue Ridge, Virtual Governor's School Planning Committee and Dr. Wayne White, Superintendent of Record for the Blue Ridge Virtual Governor's School Board, presented this item. The Board of Education, through the Department of Education, must approve plans for new Academic Year Governor's Schools. The General Assembly, in 1998, allocated \$25,000 to a planning committee from the counties of Albemarle, Fluvanna, Greene, Louisa, Nelson, and Orange, and the City of Charlottesville to develop a proposal for an Academic Year Governor's School. The group studied the feasibility of opening an Academic Year Governor's School to serve identified high school gifted students from the area.

The planning group developed a detailed proposal outlining the important elements of an Academic Year Governor's School for the area high school gifted students. The model includes extensive use of internet and video connections among the designated high schools.

Mrs. Byler made a motion to approve the proposal for the establishment of the Blue Ridge Virtual Governor's School subject to final approval and funding from the General Assembly, with an opening scheduled for September 2000. The motion was seconded by Mrs. Davidson and carried unanimously. It was also stipulated that a one-year report of operation be presented at the July 2001 Board meeting.

First Review of a Report on the Governor's Best Practice Centers and First Review of Performance Standards

Mrs. Cheri Yecke, Deputy Secretary of Education, was asked by the Governor's office to develop a draft of performance measures for the Governor's Best Practice Centers (GBPC) for the Board's consideration. Mrs. Yecke made it clear that this is not a change in policy. There has always been an expectation that the Best Practice Centers would be able to achieve results. The problem is that it has never been communicated because it has been too early to have any results in terms of student achievement. Also, there has not been a standardized format or timeline to keep the Board and others informed.

Mrs. Yecke pointed out that the purposes of performance indicators are:

Informative Function

The types of performance indicators are outreach efforts, which are the activities of the Best Practice Centers and academic performance, which is the results of those activities. Types of outreach efforts include teacher administrator training, school visits, and parental involvement.

Evaluative Function

This is to access the effectiveness of services to improve the delivery of services and to justify further investment of taxpayer dollars. This could be done by comparing data from different Best Practice Centers or done by an accountability measure.

Mrs. Yecke's presentation showed a suggested reporting format. The goal is to inform all interested parties of the progress being made by the Best Practice Centers and to ensure that each Best Practice Center is fulfilling its mission in outreach and increased levels of student performance. The recipients of the report would be the Governor, State Board of Education, General Assembly, Department of Planning and Budget, and the public.

After Mrs. Yecke's presentation, Mr. Schroder recognized Secretary Wilbert Bryant who was in the audience.

Mrs. Jo Bunce, Assistant Superintendent, Best Practice Centers at the Department of Education, made a presentation on the GBPC. She indicated that The Governor's Best Practice Centers were initiated

during the Fall of 1998 in three locations. Funding provided by the 1999 General Assembly enabled the Centers to expand to a total of eight. These new Centers have been in operation since September 1999. Following are the locations of the Governor's Best Practice Centers:

Region I: Chesterfield County
Region II: College of William and Mary
Region III: Caroline County
Region IV: Shenandoah University
Region V: Harrisonburg, JMU
Region VI: Pittsylvania County
Region VII: Marion, Smyth
Region VIII: Farmville, Prince Edward County

The mission of the Governor's Best Practice Centers is to work with local school divisions to meet Virginia Standards of Accreditation through successful student achievement of the Standards of Learning as measured by Standards of Learning tests.

The goals of the Governor's Best Practice Centers are: (1) to support the work of superintendents, principals, and other school division leaders to improve student achievement; (2) to act as a catalyst for collaboration within school divisions and across regions; (3) to facilitate effective communication among all who work with/for students; (4) to serve as a clearinghouse of effective instructional practices; (5) to encourage partnerships that support public education; (6) to use and advance applications of technology to improve instructional effectiveness; and (7) to promote a comprehensive approach to professional development for teachers and administrators.

Dr. Christopher Corallo, Director of Region VI Governor's Best Practice Center, talked with the Board about the data collection of the centers and the various forms he has engineered in order to monitor the internal and external accountability. These forms include the following: (1) School Division Needs Assessment Matrix; (2) Center Direct Services Summary; and (3) Service Evaluation.

Mrs. Noble and Mrs. Byler were interested in how the teachers interact and get started working with the Governor's Best Practice Centers. Mrs. Bunce said the staff at each Governor's Best Practice Center has met with every superintendent individually by regions in the Commonwealth. Mr. Stapleton indicated that the Governor's Best Practice Centers are the extended arm of the Department of Education. He said they are the Department's helping hand in the field, working directly with students and everything that is instructional is tied back to the Department of Education.

Mr. Christie suggested that the Governor's Best Practice Centers give inservice training to teachers, especially at small rural schools.

Mrs. Noble requested that the Board receive copies of Governor's Best Practice Centers evaluative data collection forms from workshops, etc.

Mrs. Noble asked how would the Governor's Best Practice Centers work with school divisions in the revision of the Standards of Accreditation? Mrs. Bunce stated that the job of the Governor's Best Practice Centers is to be an assistant to the school divisions and help them meet the Standards of Accreditation. They will keep track of where the school divisions are in meeting the standards and how they are progressing. Mrs. Noble also indicated that she has heard that it will be difficult for the Governor's Best Practice Centers to serve in a helping role and also in a monitoring role as outlined in the Standards of Accreditation. Mr. Stapleton said the first priority is to work on a regional basis with school divisions and help them identify what their needs are, to identify the low performance schools, and look at all the possible things to help those schools.

Senator Russell would like to see a report from school superintendents and principals indicating what they have now and what they did not have before the Governor's Best Practice Centers began operation.

Mrs. Byler asked if school board members had been informed of the Governor's Best Practice Centers. Mr. Stapleton said they were informed through Superintendent Memos and informational brochures. The Department of Education has also made presentations with the Virginia School Board Association informing them about the Governor's Best Practice Centers.

Mr. Christie suggested that the Department of Education write to every superintendent in the state and offer to do an inservice on the History Teachers Resource Guide.

Mr. Schroder asked if the Governor's Best Practice Centers in Regions V, VI, and VIII know all the needs assessments in these school divisions since they have been in operation for a year?

Mr. Schroder said the Board has been requested by the Secretary of Education office to form a committee to work with the Department and Secretary of Education to develop performance standards and report at the January meeting. The committee will consist of Mrs. Rogers, Chair, Mrs. Davidson, Mrs. Yecke and Mr. Schroder.

The Board received the report for informational purposes.

First Review of a Committee to Develop a Model Leadership Curriculum

This item was presented by Dr. Jo Lynne DeMary, Assistant Superintendent for Instruction at the Department of Education, and Mr. Kirk Schroder, President, Board of Education. In recognition of the need for leadership ability in all aspects of life, the Board is requested to consider approval of the formation of a committee to oversee the development of a K-12 leadership curriculum. This curriculum, similar to leadership qualities themselves, would be designed to support and reinforce academic achievement in relation to the Virginia Standards of Learning. Mr. Schroder will represent the Board's interests in directing the construction of the Leadership Development Curriculum, beginning with the identification of a committee including persons who have distinguished themselves in leadership roles and in providing leadership training for others.

Implementation of this proposal would provide leadership instruction at all levels of instruction; enhance academic achievement in terms of the Virginia Standards of Learning; encourage the participants of state and local experts in leadership development; and provide increased numbers of individuals who possess urgently needed leadership traits and abilities to meet present and future technological and societal challenges. The president of the Board of Education would direct the committee in its comprehensive mission, as well as select Virginia leaders to serve on the committee. This leadership instructional project would support and reinforce all current educational improvement and economic development initiatives of the Commonwealth.

Mrs. Byler asked if this will be an elective course or will it be incorporated into other content areas. Dr. DeMary said this would be one of the things to leave to the prerogative of each individual school division. She said that some school divisions incorporate this into whatever their existing content areas are, and the standards are used to reinforce certain things and some middle schools offer these standards as electives.

Mr. Christie said it should be made clear that this an optional curriculum and schools do not have to realign their core curriculum.

The text of a proposed resolution was presented to the Board for its consideration. Mrs. Byler made a motion to adopt the resolution. The motion was seconded by Mrs. Rogers and carried unanimously. Senator Bell volunteered to serve on the committee.

RESOLUTION ON LEADERSHIP DEVELOPMENT

WHEREAS, the role of leadership has been vital to the development of our nation, and will be critical in meeting emerging and future challenges; and

WHEREAS, all organizations rely on leadership to accomplish their respective goals; and

WHEREAS, outstanding leadership requires skills not easily measured by traditional assessments: abilities such as vision, courage, and initiative; and

WHEREAS, the early development of young people contributes to the making of successful leaders; and

WHEREAS, the ability to acquire and demonstrate leadership traits increases as the student matures and progresses through leadership experiences in childhood and adolescence; and

WHEREAS, education plays an important role in the development of leaders and the acquisition of leadership skills; and

WHEREAS, leadership training and education need to be based on what will be required when students take on leadership responsibilities; and

WHEREAS, leadership development supports and reinforces academic achievement in relation to the Virginia Standards of Learning;

NOW, THEREFORE, BE IT RESOLVED that a committee be established by the Board of Education to develop a model K-12 curriculum for the purpose of preparing students at all levels of instruction for their individual and group leadership responsibilities.

BE IT FURTHER RESOLVED that Kirk T. Schroder, president of the Board of Education, shall serve as chair of the Leadership Development Committee and shall identify members of this committee.

Adopted This 18th Day of November 1999.

First Review of Board of Education Guidelines for the Evaluation of Superintendents, Teachers, and Administrators and Instructional Central Office Personnel in Response to the Education Accountability and Quality Enhancement Act of 1999

Dr. Thomas Elliott, Assistant Superintendent for Teacher Education and Professional Licensure at the Department of Education, presented this item. The Education Accountability and Quality Enhancement Act of 1999 (House Bill 2710 and Senate Bill 1145) passed by the Virginia General Assembly mandates the development of guidelines in the evaluation and training of teachers, assistant principals, principals, central office instructional personnel, and superintendents. The act also requires the Board of Education to sponsor, conduct, or provide advice on training for all administrative and supervisory personnel in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

The sections of the Education Accountability and Quality Enhancement Act applicable to personnel evaluation are as follows:

1. Superintendent evaluation: The Board of Education shall develop guidelines for uniform performance standards and criteria to be used by local school boards in evaluating superintendents. These standards and criteria shall be included, but not be limited to, assessing teacher and administrator skills and knowledge, improving student academic progress, providing for school safety, and enforcing student discipline.
2. Administrator evaluation: Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that includes, among other things, an assessment of such

administrators' skills and knowledge; student academic progress and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline.

3. Instructional personnel evaluation: School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, student academic progress and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

The Advisory Committee on Teacher and Administrator Evaluation was convened to develop recommended evaluation guidelines in response to the Education Accountability and Quality Enhancement Act of 1999. The advisory committee was composed of teachers, principals, a superintendent, human resources staff, professional organizations' representatives, a school board member, college and university faculty, and Department of Education staff. Virginia Board of Education member, Susan T. Noble, participated on the committee. Faculty at The College of William and Mary and the University of Virginia served as facilitators for the project that was coordinated by the Division of Teacher Education and Licensure and Accountability.

During the development process, the Advisory Committee agreed that sets of evaluation criteria were necessary for three distinct roles: a) teacher; b) principal, assistant principal, and supervisor; and c) division superintendent. The framework for evaluation criteria is organized by five major categories that reflect primary responsibilities of educational personnel. The five general categories for division superintendents, administrators (principals, assistant principals, and supervisors), and teachers are as follows:

Teachers: (1) planning and assessment; (2) instruction; (3) safety and learning environment; (4) communication and community relations; and (5) professionalism.

Administrators and Superintendents: (1) planning and assessment; (2) instructional leadership; (3) safety and organizational management for learning; (4) communication and community relations; and (5) professionalism.

The board received the report and approved its submission for transmittal to the patrons and members of the General Assembly.

Report of SOL Test Advisory Committee

Mrs. Jennifer Byler, member of the State Board of Education presented this report. The Standards of Learning Test Advisory Committee consists of twenty-five persons. Mrs. Byler and Dr. Mark Edwards, Superintendent of Henrico County Public Schools, are the co-chairs. Senator Stanley Walker, a member of the SOL Test Advisory Committee, resigned from the committee. A member of the Board will fill the vacancy at January meeting.

Mrs. Byler presented the following recommendations to the Virginia Board of Education from the Standards of Learning Test Advisory Committee (SOL TAC). The Board voted on each recommendation.

Use of Technology in the SOL Assessment Process

Recommendation: The SOL TAC recommends that the VBOE undertake any and all necessary action to research and develop a plan to incorporate technology in the administration, scoring, and reporting of the SOL tests with a goal of earliest possible implementation. Not only does technology offer the potential to allow more instructional time before SOL testing, it should also make data more readily accessible.

Mrs. Byler made a motion to accept the recommendation. The motion was seconded by Mr. Christie and carried unanimously.

Test Item Analysis

Recommendation: The SOL Test Advisory Committee hereby recommends that the Virginia Board of Education direct the development of additional reports that would incorporate item level information. This would provide information to divisions, schools, and teachers so they can determine where changes must be made to improve instructional programs and ensure students learn the material on which they are tested in the future. The SOL Test Advisory Committee requests allocation of funds for this item analysis for Spring 2000 tests, and reflecting testing results by student, class, school, school division, and state in both hard and electronic copy. Further, the committee recommends that once the test item bank is sufficient that actual test items be released.

Mrs. Byler made motion to accept this recommendation. The motion was seconded by Mr. Christie and carried unanimously.

Stand-alone Field Tests of Potential SOL Items

Recommendation: The SOL Test Advisory Committee recommends that the Virginia Board of Education move forward to direct the development and implementation of stand-alone field tests of potential SOL items in such volume as to expedite the timely release of live test items. Consideration should be given to the use of technology in the administration of this field test.

Mrs. Byler made a motion to accept the recommendation. The motion was seconded by Mrs. Noble and carried unanimously.

End of Course World History Tests

Recommendation: The SOL Test Advisory Committee recommends to the Virginia Board of Education that, in addition to the currently available End-of-Course History and Social Science tests, two end-of-course, stand-alone World History Tests be developed and implemented as soon as possible.

Mrs. Byler made a motion to accept the recommendation. The motion was seconded by Mrs. Noble and carried unanimously.

Yearly Testing of History/Social Science in Grades 4-8

Recommendation: The SOL Test Advisory Committee recommends to the Virginia Board of Education that no changes are made in the history/social science testing of students in grades 4, 5, 6, 7 and 8.

The Board did not make a motion on this recommendation.

Essay Items for Grade 8 and High School End of Course History/Social Science Testing

Recommendation: The SOL Test Advisory Committee acknowledges the potential value of essay items in the assessment of History and Social Science. However, the committee recommends that the consideration of essay items is delayed until the impact of the current testing program and the Teacher's Resource Guide are fully evaluated.

Mr. Christie wants to know more about what is involved with grading, scoring, administrating, etc. The Board will discuss this recommendation again during the January meeting and will hold the motion until then.

Scoring of SOL Tests of High School Seniors

Recommendation: The SOL Testing Advisory Committee will continue to study the issue of expedited scoring of senior class members' SOL End-of-Course tests in the future and defers action at this time.

The Board did not make a motion on this recommendation.

Appeal to the General Assembly Regarding School Opening Date

Mr. Schroder abstained from this issue because his law firm has provided legal counsel to the Virginia Hospitality and Travel Association. Mr. Christie and Mr. Patterson also abstained for similar reasons. Senator Bell presided on this issue.

Members of the Standards of Learning Test Advisory Committee, appointed by the Virginia Board of Education, hereby appeal to the Virginia General Assembly in the following manner: (See Appendix A)

1. *Local decision for each school division on the opening day of classes for each school term.*

Failing that, the Committee appeals to the Virginia General Assembly to allow the following:

2. *Local decision for each school division on the opening day of classes for elementary and middle schools.*

While local school divisions will carry forward toward the goal of full accreditation for each and every public school in Virginia, such relief is sought to allow our children every opportunity to learn materials deemed appropriate by the Commonwealth of Virginia.

The following persons from the audience spoke in favor of this recommendation:

- . Alice Mountjoy, Virginia Congress of Parents and Teachers' Association
- . Judy Singleton, Fairfax County Schools
- . Bill Ware, Henrico County Schools
- . Rob Jones, Virginia Education Association

The following person spoke to oppose the recommendation:

- . Mr. Phil Abraham, Paramount Kings Dominion

Mrs. Byler made a motion that the Board endorse the position of the Standards of Learning Test Advisory Committee that the General Assembly allow local options for each school division on the opening day of classes for each school term and failing that, at least local options for each school division on the opening day of classes for elementary and middle schools. The motion was seconded by Mrs. Rogers and carried unanimously.

First Review of a Report of the Task Force Established to Develop a Statewide Mentor Teacher Program in Response to Section 22.1-305.1 of the 1999 Education Accountability and Quality Enhancement Act

This item was presented by Dr. Thomas Elliott at the Department of Education. The 1999 Education Accountability and Quality Enhancement Act requires local school boards to provide probationary teachers, except those who have prior successful teaching experience, a mentor teacher as described by Board of Education guidelines during the first year of the probationary period to help the probationary teacher achieve excellence in instruction. The act further requires that during the probationary period the probationary teacher shall be evaluated annually based upon the evaluation procedures developed by the employing school board for use by the division superintendent and principals in

evaluating instructional personnel. The division superintendent shall consider such evaluations, among other things, in making recommendations to the school board regarding the nonrenewal of a probationary teacher's contract.

After considerable work by a task force convened to study the feasibility of implementing a one-year internship as the first year of teaching following the completion of a teacher education program during the summer of 1998, the superintendent of public instruction expanded that task force in August 1999. The task force had the responsibility of developing a statewide mentor teacher program to implement amendments to the 1999 Education Accountability and Quality Enhancement Act. The task force examined a variety of topics related to establishing a statewide mentor teacher program including a rationale, implementation procedures, program design, program evaluation, and cost.

Mrs. Noble made a motion to accept the report of the task force and approve it as the response for submission to patrons of the act and members of the General Assembly. The motion was seconded by Mrs. Davidson and carried unanimously.

Informational Report on the Importance of the Governor's School for Global Economics and Technology (GSGET) for the Students and the People in Southside Virginia

This item was presented by Ernest Toney, Fallon Trent, David Griles, Charlotte Elliott, students; and Dr. Nancy Carwile, Director, Governor's School for Global Economics and Technology (GSGET) for the Students and the People in Southside Virginia.

The Governor's School for Global Economics and Technology (GSGET) serves 13 school divisions in rural Southside Virginia. The GSGET began operation in 1993; since that time more than 1500 students have benefited from its programs. For school year 1999-2000, 15 faculty members serve students at four sites. Their task is to create an innovative learning climate that stimulates and challenges the area's young people. Currently, its graduates are attending the University of Virginia, Virginia Tech, James Madison, The College of William and Mary, and other selective colleges and universities nationwide. GSGET presently has students in graduate programs at Harvard in physics, at Duke in oncology, and at Stanford in pre-med and English.

Students, Ernest Toney and Fallon Trent commented on the effect GSGET had on their educational careers. David Griles and Charlotte Elliott summarized their research experience at GSGET and at a national science and mathematics conference. Dr. Carwile highlighted the value of this intense college-preparatory curriculum for the Southside Virginia region.

The Board congratulated Dr. Carwile and staff on doing a great job for the students and people in Southside Virginia. Dr. Carwile introduced Mrs. Miller from the Longwood site and Mrs. Painter from the Alberta St. Paul site.

First Review of Study of the Feasibility and Appropriateness of Establishing a Statewide Summer Governor's School for Student Leadership

HJR 701, passed by the 1999 General Assembly, authorized the study of the feasibility and need for "a statewide summer Governor's School for Student Leadership at an institution such as the Jepson School." A committee was formed and charged to "determine the need for specific student leadership training, programs and types of curricula such as a Governor's School might offer; the location, governance, and funding of such a school; any relevant constitutional or statutory issues involving public-private educational partnerships; similar regional or special schools in other states; and such other issues as it deems appropriate." The conclusions of the committee's work, research in the field, and data from a survey of superintendents from across the Commonwealth will be the basis of the report.

Mr. Christie made a motion to delete pages 24 -28 and insert the following statement: "The Board of Education makes no recommendation as to funding. If the General Assembly chooses to fund the Governor's School for Leadership Studies, the Board of Education shall seek proposals from interested host

institutions and the Board shall designate a site based on submitted proposals.” The motion was seconded by Mrs. Byler and carried unanimously.

Mr. Schroder asked that the final study is passed to Mr. Christie to confirm the deletion and language added before it is sent out.

Final Review of GED/Compulsory Attendance Guidelines

Dr. Neils W. Brooks, Director of Vocational and Adult Education Services at the Department of Education, presented this item. In the spring of 1999, the General Assembly passed and the Governor signed legislation that authorizes local school boards to allow compulsory attendance requirements to be met for any student who is at least age 16, upon a meeting between the student, the student’s parents, and the principal or his designee, in which an individual student alternative education plan (ISAE) is developed in conformity with guidelines prescribed by the Board.

The individual students alternative education plan (ISAE) has four components: career guidance counseling, attendance in a general education development (GED), or other alternative education program, counseling on the economic impact of failing to complete high school, and procedures for re-enrollment.

During the first review at its October meeting, the Board requested that the following elements be addressed in the guidelines: full disclosure to parents, on-going counseling regarding student progress and career opportunities, vocational evaluation/assessment, and an occupational training option.

The proposed guidelines for entrance into the GED preparatory program require (1) a standardized reading test score of 7.5 (grade equivalent) and (2) an average of 40 on the subtests of the Official GED Practice Test prior to enrollment.

Mrs. Davidson requested that information on soft skills be included in the report. Dr. Brooks said this was included in the report as a specific component, however; there are competencies in the employability/soft skills area that were developed from *Virginia’s Changing Workplace*, a study provided to Board members at the October meeting. He said an additional item could be included in the instructional program that students are supposed to receive preparation in the employability skills.

Mrs. Davidson made a motion to approve the guidelines and to include the amended information on soft skills as a suggestion and not a mandate. The motion was seconded by Mrs. Noble and carried unanimously.

Final Review of Study to Determine the Efficacy of Substituting Participation in Competitive Sports for Physical Education Requirements

Dr. Sandra K. Dofflemyer, Specialist, Health, Physical Education and Drivers Education, at the Department of Education presented this topic. The 1999 General Assembly passed House Joint Resolution No. 692 which requests the Board of Education to study the efficacy of allowing high school students to substitute participation in competitive sports for one-half of the physical education requirements. The resolutions required the Board of Education to review the high school course requirements; receive public comment; review and compare the Standards of Learning for Physical Education with the physical requirements for sports competition; determine and consider alternatives; and provide guidance regarding how such issues should be addressed.

Results of the study indicated that 1) superintendents (68%), teachers/coaches (79%), and parents (59%) are not in favor of substituting participation in competitive sports for one-half of the physical education graduation requirements; 2) students (53%) are in favor of the proposed substitution; 3) training regulations developed by coaches are not consistent, either within a given school division or across the state; and 4) a maximum of only 29 percent of the Physical Education Standards of Learning could be accomplished by participating in a competitive sport.

The Standards of Accreditation in Section 8 VAC 20-131-110A allow localities the flexibility to substitute participation in competitive sports for one-half of the physical education requirements.

Mrs. Byler made a motion to adopt the study as presented and forward it to the Governor and the General Assembly. The motion was seconded by Mrs. Rogers and carried unanimously.

Report on the Education of Homeless Children and Youth in Virginia

Mr. George Irby, Director of Compensatory Programs, Department of Education, and Dr. James H. Stronge, a professor in the Educational Policy, Planning, and Leadership Department, School of Education, College of William and Mary, presented this item. In 1995, the Virginia Department of Education contracted with the College of William and Mary to administer Virginia's program for the education of homeless children and youth, and Dr. Stronge was named the State Coordinator. Funding for the program is authorized under Subtitle VII-B of the Stewart B. McKinney Homeless Assistance Act of 1987 (Public Law 100-77), reauthorized in 1990 (P.L. 101-645) and 1994 as part of the Improving America's Schools Act (P.L. 103-382).

The Stewart B. McKinney Homeless Assistance Act is federal legislation that includes provisions for the education of homeless children and youth. Through this legislation, funding is awarded to State Department of Education. The funding for Virginia has been less than five million dollars per year to fund local programs through an RFP process and to provide state level administration and technical assistance to all localities.

Mr. Schroder asked what are some school enrollment barriers of homeless children. Mr. Stronge said the three top barriers in Virginia according to a survey from the homeless shelter providers are: (1) parent issues, (2) immunization, and (3) school records. From the school officials' prospective the top three problems in identifying homeless children are: (1) immunization, (2) birth certificates, and (3) school records.

Mr. Schroder asked Mr. Stronge if he had recommendations for Board to help with some of these barriers of homeless children. Mr. Stronge said he has been meeting with his staff at William and Mary, Department of Education staff, and Attorney General's Office looking at some of the legal barriers they are encountering. One of the biggest issues is the way the various statutes are implemented by local school superintendents that conflict with the need to get homeless children in school. For example, the law requires that a social security number be provided when a child enrolls in school, and many homeless children show up at school without one.

Mr. Stronge's recommendation is for the Board to authorize the superintendent of public instruction to let the group continue to work and make specific recommendations on how to deal with the legal barriers.

The report will be presented again at the February meeting.

Review of Adult Education Programs and Consideration of an Adult Education Advisory Committee

Dr. Lennox McLendon, Associate Director of Adult Education at the Department of Education, presented this item. Adult Education Services enable adults to fulfill their worker, family, and community roles. Services provided include basic skills, adult high school credentials, English for speakers of other languages, workplace education, and family literacy to respond to the varying needs of Virginia's adult learners.

Dr. McLendon's presentation included a description of (1) the need for adult education; (2) current services, resources, and participants; and (3) current initiatives to improve and expand services.

Mr. Byler made a motion to give Mr. Schroder authority to appoint an advisory council for adult education. The motion was seconded by Mrs. Rogers and carried unanimously.

The Board accepted the report for informational purposes.

PUBLIC COMMENT

The following persons spoke during the public comment:

Roger Lipinski
Constance Lipinski
Cata
Alice Mountjoy

DISCUSSION OF CURRENT ISSUES

Mr. Christie asked Mrs. Cam Harris about the status of the distribution to the field of the SOL Test release items. Mrs. Harris said the items are packed and will be shipped tomorrow directly to the schools. Mr. Christie complimented Mrs. Harris for her work on the SOL and stated that the Board appreciates her commitment and dedication to make the program work.

Senator Bell requests that the superintendent of public instruction find time to discuss waivers for schools that perform well. He would like to bring this issue back for review. He also wishes to review the legislation on waivers. Mr. Schroder requested Senator Bell to coordinate with Margaret Roberts to have these issues placed on the agenda.

ADJOURNMENT

There being no more business of the Virginia Board of Education and the Board of Vocational Education, the meeting was adjourned at 4:50 p.m.

President

Secretary of the Board